A Study of the effect of School Environment on Study Habits, Scientific attitude and Reactions to frustration of Secondary School Students

Research Proposal Submitted to Swami Ramanand Teerth Marathwada University, Nanded
in partial fulfillment of the requirements for the award of the Degree of
Doctor of Philosophy (Ph.D.) in Education

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Year 2017 - 2018

1. Introduction :

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations two environments home and school share an influential space in child's life and there exists a unique juxtaposition between the two. Next to family, the school is the most important experience in the process of child development. When the child enters the school arena, he or she is presented with new opportunities in terms of socialization and cognitive development these opportunities are provided in different measures in different schools and may have a direct impact on the cognitive and affective behaviours of students. The role of school environment in any individuals like is turning point and so very important.

Humans have always been curious about the world around them. The inquiring and imaginative human mind has responded to the wonder and awe of nature in different ways. One kind of response from the earliest times has been to observe the physical and biological environment carefully look for any meaningful patterns and relations. Make and use new tools to interact with nature and build conceptual models to understand the world. This human endeavor is science. Science is dynamic, expanding body of knowledge covering ever new domains of experience, speculation and conjecture also have a place in science, but ultimately, a scientific theory to be acceptable must be verified by relevant observations and experiments. The laws of science are never viewed as fixed eternal truths. But science is ultimately a social endeavor. Science is knowledge and knowledge is power. With power can come wisdom and liberation or as sometimes happens unfortunately, power can bread arrogance and tyranny. Science has the potential to be beneficial or harmful, emancipative or oppressive.

Frustration is one of the most dominating factors influencing the individual behaviour. The sources of frustration are many and diversified. The specific situations that bring about frustrations are endless but they can generally be put into three main categories physical environment, man's biological limitations and psychological makeup. Besides its inevitability, frustration is a phenomenon of a great consequence to human happiness. Many psychologists have pointed out the importance of frustration towards constructive side. The frustration may spur individual to greater and more well organized efforts, determined to achieve ultimate success and satisfaction. It may increase the strength of the motive and to redouble the efforts to go ahead with the blocked line of activity. Many of the outstanding achievements in human, social and individual history have sprung out of deeply frustrating situations or backgrounds.

Frustration has a different set of behaviour mechanism. It is expressed in various modes aggression, resignation, fixation and regression.

School environment largely depends upon the classroom activities that can be described as a process of interaction between the teacher and the taught, between classroom group and the teacher and between the student and the class room groups. Their interaction directly or indirectly motivates the child to learn and also to develop proper study habits. Study can be interpreted as a planned program of subject matter to attain mastery over a stipulated period of time. Study usually is associated with reading and reference book but it is also related to the solutions of problems of daily life. If there is no need for study, there are no study habits because study requires energy and time according to which study habits has formed.

Most of the students find study distasteful. Therefore, teachers have to help the learners to find ways in which their study may become as pleasant interesting and fruitful as possible. Many students need guidance continuously. Others can develop good study procedure on their own that will achieve the optimum results. Learners have different levels in different environments and also different study habits. Some cannot learn without music. Some take a long time to learn or to concentrate while others quickly group the subject. The whole crux of the matter is that study habits vary in different students or in the same student at different levels.

2. Statement of the Problem :

A Study of the effect of School Environment on Study Habits, Scientific attitude and Reactions to frustration of Secondary School Students.

3. Operational definitions of the Terms used :

3.1 School Environment: A School is an Institution designed to provide learning spaces and learning environments for the teaching of pupils under the direction of Teachers.

3.2 Study Habits: study habits are classroom activities that can also be described as the process of interaction between the teacher and the taught, between the classroom group and the teacher, and between the student and the classroom group

3.3 (A) Scientific attitude: scientific attitude as a set of emotionally toned ideas about science and scientific methods and related directly or indirectly to a course of action.

(B) Open mindedness, a desire for accurate knowledge, confidence in procedures for seeking knowledge and the expectations that the solution of the problem will come through the use of verified knowledge

3.4 Frustration: Frustration is a state of emotional stress characterized by confusion, annoyance and anger Interruption to goal seeking behaviors causes' frustration. (Stugner 1961)

3.5 Secondary School Students: The students studying in 9^{th} and 10^{th} class.

4. Objectives of Study :

1. To Study the nature of School environment in Secondary Schools.
2. To Study the impact of dimensions of School environment on study habits in Secondary School.
3. To Study the impact of dimensions of School environment on Scientific attitude in Secondary School Students
4. To Study the impact of dimensions of school environments on reactions to frustration in secondary School Students.
5. To find out the Correlation between the dimensions of school environments and study habits.
6. To find out the Correlation between the dimensions of school environments and scientific attitude.
7. To find out the Correlation between the dimensions of school environments and reaction to frustration.

5. Need and Importance of Study :

1. It helps to know the study habits of secondary school students.
2. It helps to know role of school environment in creating scientific attitude of secondary school students.
3. It helps to know certain factors affects on secondary school student's frustrations.
4. It helps to know how secondary school students react to frustrations during academic achievements.
5. It helps to give suggestions and proper guidance to secondary school students.
6. It helps to find out the superstitions among the secondary school students.
7. It helps to eradicate the superstitions among the secondary school students.
8. It help to improve the quality environment with respect to secondary school students behaviour.

6. Scope and Limitations of Study :

1. This research is deals with Govt. Ashram Schools in Tribal Development Department Nashik Division.

2. This research is limited to Govt. Ashram Secondary Schools in Tribal Development Department Nashik Division only.

3. This research is deals with Govt. Ashram Schools 9^{th} and 10^{th} Class Pupils in Tribal Development Department Nashik Division.

4. This research limited to Govt. Ashram Schools 9th and 10th Class Pupils in Tribal Development Department Nashik Division only.
5. This research deals with the effect of school environment on study habits of secondary school students.
6. This research limited to the effect of school environment on study habits of Govt. Ashram Schools 9th and 10th Class Pupils in Tribal Development Department Nashik Division only.
7. This research deals with the effect of school environment on scientific attitude of secondary school students.
8. This research limited to the effect of school environment on scientific attitude of Govt. Ashram Schools 9th and 10th Class Pupils in Tribal Development Department Nashik Division only.
9. This research deals with the effect of school environment on reactions to frustration of secondary school students.
8. This research limited to the effect of school environment on reactions to frustration of Govt. Ashram Schools 9th and 10th Class Pupils in Tribal Development Department Nashik Division only.

7. Research Methodology:-

Research Methodology is a systematic method of discovering new facts or verifying old facts, their sequence, inter-relationship, casual explanation and the Natural laws which governs them. Research Methodology explained by Redman and Mory are as follows Systematized effort to gain new knowledge, Research Methodology is original contribution to the existing stock of knowledge, making for its advancement.

In this research the researcher will use Experimental Method and evaluate above statement of problem.

7.1. Research Population:-

A population is a group of individual that have one or more characteristics in common that are interest to the researchers. Population value inferred from a statistic is parameters.

The population might be all the individual of a particular type or more restricted part of that group.

The total population of secondary schools of 9th and 10th class in Tribal Development Department Nashik is 10600.

7.2. Research Sample:-

Researcher will take 10% of population means 25 schools out of 202 and 10 students in each school (9th and 10th class) is 250 students by random sampling method.

8. Hypothesis:-

There is a co-relation between the school environment and study habits, scientific attitude and reactions to frustrations.

9. Tools of the Study:-

1. Data collection
2. School Environment Inventory - Dr. Karuna Shankar Misra
3. Scientific Attitude Scale - Dr. Amandeep Kaur and Dr.S.C. Gakhar
4. Scientific Attitude Scale - Harveen Kaur and Dr. Franky Rani
5. Reactions to Frustration Scale - Dr. B.M. Dixit

10. Data Analysis:-

Z - Test used for data analysis and data interpretation.

11. References:-

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2) Dr. Pradip Aaglave (2000) Research Methodology and Technology, Vidhya Publication, Nagpur.

3) B.G.Bapat (1995) Educational Research, Page No. 220.

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